

Childminder report

Inspection date: 7 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive here. They show high levels of security, confidence and curiosity. Children eagerly greet the inspector by showing her their favourite toys and sharing some of their recently drawn pictures. They are proud of their work. They smile and wave at the inspector while staying close to the childminder, showing they consider her a safe base. Children are independent. They express their needs and wants clearly, safe in the knowledge that the childminder listens to them. For instance, children move from room to room gathering the different toys they wish to play with. They know where to look and excitedly recall the activities they know are 'always fun!'.

In response to the COVID-19 pandemic, parents no longer enter the childminder's home. This has had a positive impact on children's behaviour and their independence. Children now know to get their things ready when their parents arrive and eagerly help the childminder to give feedback about their days. Children are polite, kind and thoughtful. This shows clearly through their strong, warm relationships with the childminder and their peers. For example, when playing dominos, older children support their younger friends by pointing out and labelling different animals. They giggle and genuinely enjoy spending time together.

What does the early years setting do well and what does it need to do better?

- The childminder supports children's mathematical development well. She encourages children to consider mathematics in all aspects of their play. She skilfully includes counting, shapes and language of size into activities, which children respond eagerly to. Younger children show impressive skills as they count objects out loud to 11. Older children separate their construction bricks into piles of larger and smaller sizes. They speak about the differences in the 'big and little ones', showing a depth of understanding. These are important skills to help prepare children for their eventual move to primary school.
- Parents appreciate the 'wonderful' childminder. They feel included in their children's progression and learning targets. The childminder provides regular updates and this supports parents to further children's learning at home. Some children attend other settings as well as the childminder's. The childminder does obtain some updates from these settings. However, she does not actively try to work in collaboration, to build partnerships to provide consistency for children.
- The childminder is reflective and often evaluates her own practice. She is eager to constantly evolve and improve. To support this, she engages with regular training and uses her new knowledge to further raise the standards of care and education she provides. She identifies areas for improvement and then actively works to enhance these areas. This has a positive effect as she is able to refine her approaches, ultimately raising the quality of education for children. This

supports children's development as all children make good progress towards their goals.

- Children learn good habits with the childminder. They excitedly run to the inspector and say 'look clean hands!' when they wash their hands before eating. The childminder provides healthy snacks and meals, which children readily enjoy. They happily munch on bananas and breadsticks after a busy morning of play. They animatedly chat to one another and the childminder support this, making meal times a social occasion. This all helps to support children's personal development and good health.
- The childminder supports children's communication and language development well. She recognises the importance of building upon children's vocabulary and builds this into her curriculum. Children spend lots of time singing nursery rhymes, reading stories and learning new words. The childminder reinforces this by making activities fun and interactive and encouraging children to support their younger peers. However, there are occasions where the childminder asks children questions in quick succession and does not allow enough time for children to answer. This is not supportive of their critical thinking skills.
- Children are highly engaged. They remain interested in activities for impressive periods of time. They behave well and truly enjoy the presence of the childminder within their play. This supports children's social development and helps them to build upon their already strong levels of confidence. Children clearly feel heard and respected.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough understanding of her roles and responsibilities. She knows the routes she must follow should she have concerns for the welfare of a child, or should an allegation be made against herself or a member of her household. The childminder completes regular training which supports her strong knowledge of the signs that may indicate a child is being abused. The premises is secure, meticulously clean and well risk assessed. For instance, the childminder uses cameras to ascertain who is at the front door before granting entry. She also blocks-off potential hazardous rooms, such as the kitchen, with safety gates. This helps to keep children safe from harm.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen relationships with other settings children attend, in order to support their learning more precisely as a team
- consider adjusting some questioning techniques used in order to give children more thinking time and to allow them to use their critical thinking skills.

Setting details

Unique reference number	EY250451
Local authority	Manchester
Inspection number	10230065
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	18 August 2017

Information about this early years setting

The childminder registered in 2002 and lives in Burnage, Manchester. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers funded early education for three-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- A joint observation of practice was completed by the childminder and the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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